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ABSTRACT

This document presents the report of the Executive Director of the Nashville University Center (NUC) for the academic year 1972-1973. Following an overview of the Nashville University Center in 1972-73, emphasis is placed on fine arts in the Center, the fine arts festival, library cooperation in the Center, cross-registration, departmental communication and cooperation, international programs and affairs, the State Department Consortium Program, the calendar of the NUC, linguistics, interuniversity transportation, students, the Fisk/Vanderbilt dual degree program in Science and Engineering, cable television, a women's studies program, the interuniversity psychology Consortium, joint purchasing and warehousing, planning and management systems, and the financial statement of the NUC and NUC committee membership. (MJM)

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The Nashville University Center

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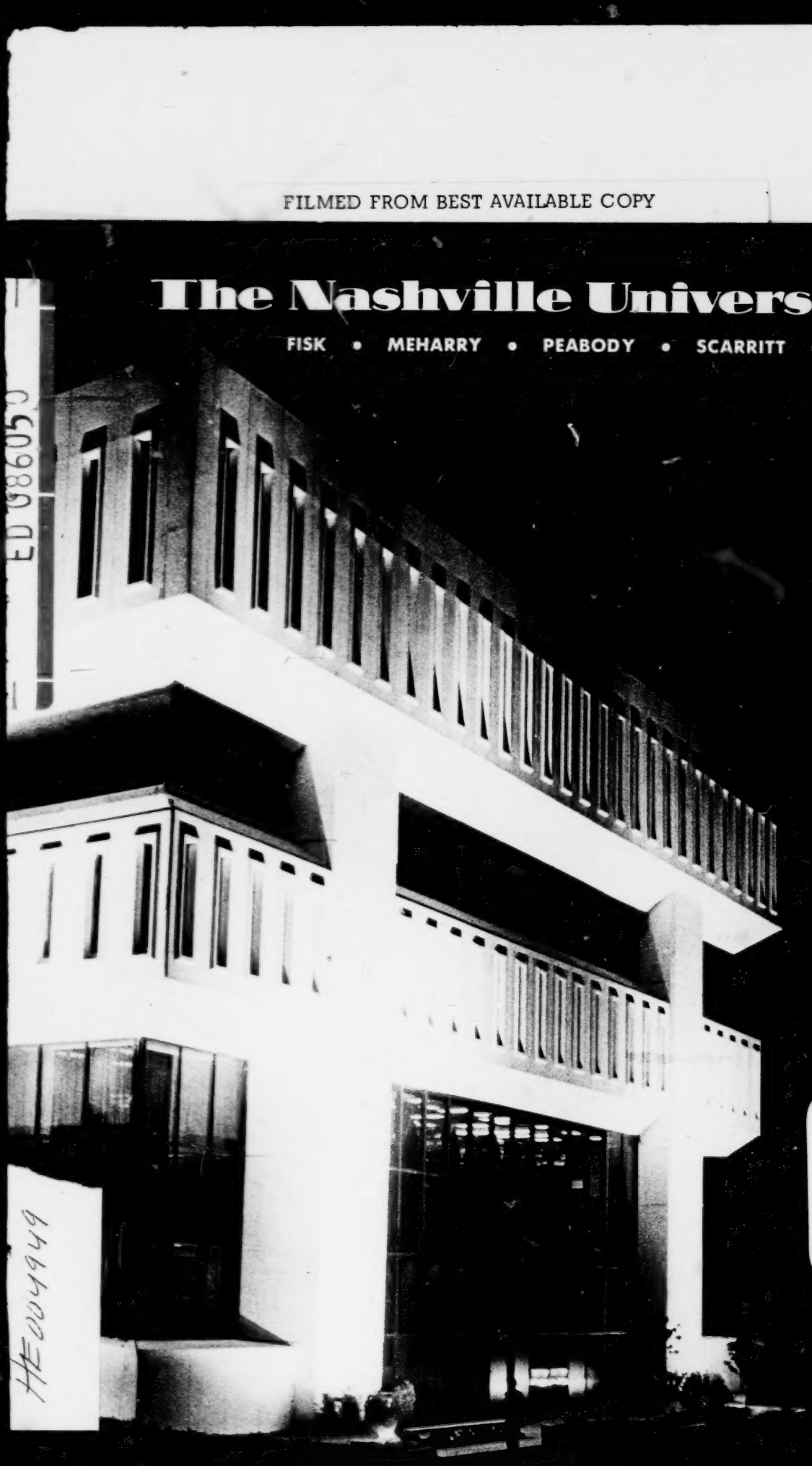

REPORT OF THE EXECUTIVE DIRECTOR

1972-73

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The Nashville University Center

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TO THE COUNCIL OF THE NASHVILLE UNIVERSITY CENTER:

I am pleased to present to you this Report of the Executive Director for the academic year 1972-73 in accordance with the provisions of the Constitution of the Nashville University Center. It has been a gratifying experience to be your executive officer during this past year, and I look forward to another year of challenge and accomplishment. I hope you will call on me often individually and as a Council when through cooperative effort we can work together to fulfill our highest aspirations for ourselves and our institutions.

The Nashville University Center depends heavily on the many good people who chair and serve on its committees. Likewise this report owes much to these same people who were willing to put on paper their thoughts on the work of their committees. I must, however, take full responsibility for what appears herein, since I have remolded their work to fit into the overall scheme of the report.

Richard H. Morgan
Executive Director

Office of the Executive Director
Box 890, Fisk University
Nashville, Tennessee
September 1, 1973

"The purpose of The Nashville University Center shall be to encourage through cooperation operating economies and academic and community programs that cannot be undertaken by individual institutions, or can be done better through cooperation with other member institutions."

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INTRODUCTION: An Overview of the Nashville University Center in 1972-73

The 1972-73 academic year was the fourth year of the Nashville University Center as an organization. The organization was begun to conduct a massive study -- directed by my predecessor Dr. Nelson Fuson, guided by a Council representing the five NUC institutions, carried out by a large set of committees, and funded by the Ford Foundation -- to investigate how the five member institutions could cooperate to their mutual advantage. During the years which have followed this large study many of the original committees have continued and they have proceeded to implement the recommendations which came out of the first year, and other recommendations made since, where feasible. This past year the NUC began working under a formal Constitution and was also able to employ a full-time director, and these two circumstances have noticeably accelerated the pace with which the NUC could move forward.

One senses, in reflecting on the recent past, that the overall trajectory of the NUC has been subject to two conflicting forces. First of all, there has been the impeding force which arises with the wearing off of initial enthusiasms. More important, though, has been the force of a gradual, and a gradually accelerating, accumulation of accomplishments and progress which establishes a solid base for optimism about the future of the NUC as a vehicle for expanding the cooperation among these institutions. The initial expectations and enthusiasms were important to the effort, but their inevitable collision with reality had to be survived. We have done so and the future looks bright.

Each of the sections which follow this one details a substantial area of effort and accomplishment in the work of the Nashville University Center. By way of summarizing the accomplishments of the NUC to date, one can cite the following:

- In the fine arts, an annual fine arts festival, a Christmas concert, a catalogue of fine arts offerings, a quarterly calendar of fine arts events, joint planning of future resource development;

- A continuing and expanding program of cross-registration;

- A shuttle service among the campuses, the use of which this year was 32% greater than the previous year;

- The development of a very active Inter-university Psychology Consortium with a full-time coordinator;

- The launching of a major study of how to bring about the optimal amount of open library access throughout the University Center, funded by the Council on Library Resources;

- Joint planning of the academic calendar and a nearly common calendar;

- An inter-institutional linguistics major;

- A grant of $20,000 from the State Department during the coming year to fund various aspects of international exchange;

- A common type of identification card across NUC institutions which identifies a student as enrolled in an NUC institution and the extension of these cards to some groups of staff;

- A limited exchange of listings of events among the several campus calendars;

- A program of shared purchasing and warehousing, begun on a limited basis but likely to expand rapidly;

- Two recent letters on NUC concerns, one related to cable television, the other to inter-university transportation, to city officials jointly signed by the five NUC chief executives;

- A women's studies program started at one institution with participation planned for the other NUC institutions;

- Increased interaction among certain groups of counterpart departments;

- The extension of the intra-mural sports programs of Fisk and Vanderbilt to include each other in the competition;

- Initiation of a dual degree program in science and engineering between Fisk and Vanderbilt.

The amount of direct involvement by the NUC as an organization in the matters listed above, and in all of the complex ways in which these five institutions interrelate, varies considerably. In any case, such accomplishments always depend on the initiatives and commitment of individual students, faculty members, and staff people. This suggests that the more fundamental task of the NUC is to foster a climate of communication and cooperation among its five members. To put this another way, the NUC seeks to increase the extent to which each part of the scholarly and educational community represented by these institutions perceives the resources of the rest of the community as available to him to aid him in his own scholarly, educational, or personal growth and acts on that perception. The increase of cross-registration and the developments in the Inter-university Psychology Consortium, cited above, are really more indicative of this general (and, I should say, very long term) trend within the University Center than of any specific action of the NUC. It should be quickly added that the potential for this kind of cooperation greatly exceeds what is already occurring in the University Center.

THE FINE ARTS IN THE UNIVERSITY CENTER

The fine arts continues to be the program area afforded the highest priority by the NUC. This is an area where the potential payoff for cooperation appears to be very great. For one thing, in almost every one of the fine arts areas there is an obvious need for improved physical facilities for performance and exhibition; it is felt that a joint attack on this problem would be useful. There is also a recognition of continued mutual inter-dependencies based on certain natural complementarities among the institutions. Vanderbilt, for example, could not begin to develop the quality already found in music at Peabody and Fisk and therefore needs to find the most effective way of contributing to and utilizing the resources already there. Finally, in many fine arts areas it is easy and natural to think in terms of joint performances or exhibitions and much has been done along these lines.

During the past year the fine arts departments of the University Center cooperated in the presentation of a Christmas Concert and Fine Arts Festival II. A report on this latter event appears in the section which follows. Many of the pictures appearing in this report are from the Christmas Concert and Fine Arts Festival II. The Fine Arts Committee has agreed to there being a Fine Arts Festival III next spring and a coordinator, Mr. Fred Ford, has been taken on to put the Festival together. Finding the funds to continue holding these festivals will have to be a major priority of the NUC during the coming year. Hopefully, the Christmas Concert will also continue.

Another aspect of the work of the NUC Fine Arts Committee is the fostering of information about opportunities for study and participation in the arts in the University Center. Two things were done along this line during the past year. First of all, Vanderbilt University has continued to produce a quarterly calendar of art events in the University Center. We hope, of course, that they will be willing to continue this. Secondly, the NUC Office has updated and reprinted the catalogue of fine arts programs and courses covering 1973-75.

This past year has also been an important one for joint planning for the development of fine arts resources in the University Center. Many efforts have been made to develop and refine proposals for the support of fine arts programs. It has seemed to be productive to have meetings of the entire committee, representing all of the fine arts disciplines, and meetings within the individual disciplines (art, music, and drama). These several meetings during the year culminated in an extended meeting and

overnight stay at Montgomery Bell State Park in May. Following is the report of Prof. Gladys Forde on these planning efforts.

"The work of the Nashville University Center Arts Committee has, for the most part, been directed to in-depth exploration of ways and means of intensifying cooperation between the departments (Music, Art, Drama, and Dance) of the member schools. Although no concrete plans or designs have resulted from these discussions, they have been open and productive. Among the many ideas discussed, the establishment of an Arts Academy for children, and the development of a curriculum leading to the Bachelor of Allied Arts degree were most favorably received by all members.

"It should be noted that this interchange of information has made clear: that additional attention should be given to a clarification of the meaning and spirit of "cooperation" in order that there be a uniform philosophy to guide our efforts; that emphasis should be placed on the humanistic and educational rather than economic benefits to be derived from cooperation and that while while cooperation is feasible, practical, and desirable, each entity insists that its autonomy and separate identity be maintained.

"The need for adequate physical facilities for all the arts in all the schools is of paramount concern. No solution to this problem has been discovered individually or collectively."

Fine Arts Festival II

During the week of February 25 - March 3 there occurred in the University Center Fine Arts Festival II. During that week various aspects of the fine arts in the University Center were displayed at their best. The Black Mass Choir of Fisk University sang at Benton Chapel at Vanderbilt; the combined choirs of Fisk, Peabody, and Vanderbilt sang at the Fisk Chapel; the Fisk Jazz Ensemble (The Orchestrated Crowd) performed at the Hill Auditorium at Peabody; and Peabody students gave two chamber music concerts, to mention some of the musical fare. In a really fine demonstration of the possibilities of cooperation, the University Center Orchestra (with a membership representing all of the NUC institutions) under the direction of Thor Johnson presented a concert at the Fisk Chapel which involved the Fisk University Choir and the Peabody-Vanderbilt Jazz Ensemble and which premiered a composition by the late John W. Work III, a former Fisk faculty member. At the several art galleries at Peabody, Vanderbilt, and Fisk there were joint exhibits of faculty, permanent collection, and student art works. During the week of the festival the internationally known dancer and teacher Richard Jones gave the third in a series of dance workshops for anyone who wanted to participate. Mr. Jones is an alumnus of Fisk University.

One particularly gratifying aspect of Fine Arts Festival II was that it provided the necessary support for the creation and

performance of a work by Don Evans and Gil Trythall called "One Full Rotation of the Earth". The work was performed at Fisk and involved dancing by Fisk students under the direction of Mabel Love. This aspect of the Festival was important both because by its nature it required so much cooperation and because it allowed the further development of this avant-garde form of art. To quote from a review of the evening by Clara Hieronymus in the Nashville Tennessean, "Some viewers sat in chairs at a slight remove from an inflated geodesic dome made of white parachute silk, while others crowded inside it. . . . The shimmering dome became a mother-of-pearl screen upon which filmed dancers moved, the stitched seams of the triangles emerging against the figures criss-crossed them in a Byzantine mosaic of ribbon bindings. Prisms of color splintered the dome and glinted like confett on the live dancers who encircled the structure and alternately became silhouettes to the audiences inside and outside the enclosure. . . . One had the feeling that he dreamed, not only in color but in sound, and that what he dreamed he dreamed in common with a gymful of people who were no longer strangers. . . . The evening was as mysterious as earth, as incantatory as prayer, as fascinating as trying to fathom actuality, which 'One Full Rotation of the Earth' said is here for 'one brief moment, then disappears'. Or did it?"

By way of evaluating Fine Arts Festival II, one can make the following observations:

1. The Festivals are becoming increasingly cooperative. In comparison to the first year there were more performances by groups on campuses other than their own and there was more joint participation of groups from different institutions on the same program. Most importantly, of course, some of the programs involved cooperative performances. This is important because it is a step towards the combining of resources which can make a whole greater than any of the parts or any mere adding together of the parts.

2. The novelty of presenting a cooperative festival of this sort is wearing off, and thus future festivals will have to stand on their own merits. One goal for the future might be to develop the Festival into a major, late winter opportunity for the best in performances and exhibits by the fine arts departments of the University Center.

3. To have good-sized audiences for these kinds of events requires a lot of publicity and effort. The groups which performed performed away from their usual constituencies and interest groups on their own campuses. Thus, more than usual

efforts must be taken to insure an adequate audience.

4. More thought and work must go into finding a way in which the drama departments of the University Center can participate in future festivals. The fact that they did not do so, in spite of the fact that they did individually almost all have performances around this time, was one of the major disappointments of this past Festival.

5. From the perspective of the NUC as an organization it is important that these Festivals continue. These festivals do not only serve as showcases for the fine arts departments themselves, they also serve as a showcase for the NUC as an organization. Most of what the NUC does, as detailed in this report, is rather subtle and lacking in pizzazz. The fine arts festivals, in contrast, are an outward and visible sign of the dynamic potential inherent in the NUC concept. Thus we, and anyone interested in seeing cooperation prosper among these institutions, have a selfish reason for hoping that these festivals continue.

6. As was stated above, continuing these festivals beyond 1973-74 will involve finding a fairly modest amount of funds each year for that purpose and doing so must therefore be a high priority for NUC activity during the coming year and years. This past year the festival cost about $7,000.00; how much more or less than this is available for a festival in a given year will help determine the type of effort that can be made. This is an area in which a little money well spent can accomplish a great deal; it is also true that with no money nothing will occur.

LIBRARY COOPERATION IN THE UNIVERSITY CENTER

Probably the single most important activity of the Nashville University Center during this past year has been its work with the directors of the libraries of the University Center towards the end of launching a major study of how these libraries should be related to one another. Some time ago the presidents of Fisk and Meharry inquired of the governing board of the Joint University Libraries (the libraries of Peabody, Scarritt, and Vanderbilt) about the feasibility of their libraries becoming a part of the JUL system. The JUL Executive Committee subsequently authorized the beginning of discussions with Fisk and Meharry concerning this matter and related alternatives. The complexities inherent in these these questions quickly became obvious to all concerned and the need for an objective study of the matter was identified. From the Fisk and Meharry point of view, one asks the question, given limited resources for library support, how much of these resources can be invested in the JUL system without neglecting the development of collections in the fine new library buildings on their own campuses? On the other hand, there are needed library resources in the JUL system which would be very costly to duplicate, and it is an unacceptable situation that Fisk and Meharry students, faculty, and staff do not have free access to these resources. From the point of view of JUL there is the question of how any of its resources could be diverted into servicing the needs of Fisk and Meharry without straining beyond the breaking point the JUL's ability to serve its present members. A question for both is how much it should cost to "buy into" collections which have been developing over so many decades. In spite of these difficult questions, the over-riding positive considerations remain that everyone would gain by there being free access for everyone in this academic community to all libraries, and furthermore, an expanded system would itself be more visible and attractive to outside resources. From the point of view of the NUC, it is obvious that developing cooperation in this area is a major building block in the overall structure of cooperation among these institutions.

In the face of this mixture of questions and perceptions, a proposal went forward to the Council on Library Resources, a foundation which uses its resources principally in the library area, requesting support for a study of all of these questions. Following that request, a procedure was worked out whereby the NUC, the Council on Library Resources, and the management consulting firm of Booz, Allen & Hamilton would work together to develop a detailed

plan for such a study, and then the study would be carried out when and if all of the principals involved were satisfied. Booz, Allen & Hamilton were chosen because of their reputation for excellent work in the library area and in studies similar to the one projected.

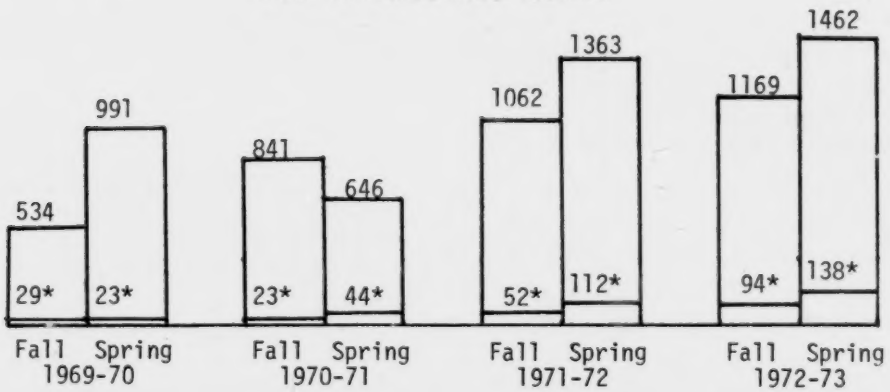
This process has proceeded to the point where the plan for the study has been approved by the participating institutions, a Steering Committee has been chosen for the study, and the study has gotten underway. Guiding the study to a reasonable conclusion and implementing the outcome of the study are certain to be major concerns and activities of the NUC and its Executive Director during the coming year. It should be noted that the Council on Library Resources' support of this study effectively amounts to a not inconsiderable grant of as much as $25,000 to the NUC during the coming year.

CROSS-REGISTRATION

Cross-registration is the very important commodity which institutions exchange in a manner rather analogous to the imports and exports of international trade. And just as the volume of trade between two countries is often a rather good index of the quality of their relationship across the board, so numbers of cross-registrations are an index of how well institutions of higher education are relating to one another. By this argument numbers of cross-registrations become the best indicators to the NUC of "how well we're doing". For this reason the following chart is presented showing the total number of cross-registrations among NUC institutions from 1968 to the present.

Shown on the chart also are the numbers of cross-registrations between the north (Fisk-Meharry) and south (Peabody-Scarritt-Vanderbilt) campuses, because these numbers are particularly related to NUC programs, particularly the Shuttle Service. The chart shows that cross-registrations have generally increased, and increased a great deal, over this period.

NUMBER OF INTER-INSTITUTIONAL COURSE REGISTRATIONS, NUC, 1969-73



*These are the number of course registrations between Fisk and Meharry, on the one hand, and Peabody, Scarritt, and Vanderbilt, on the other.

Cross-registrations are more than just an index of institutional interaction. They are related to the very essence of why institutions cooperate in an arrangement like the NUC, whether or not the formal organization itself exists. Cross-registrations are a sign that institutions are, in one way or another, complementary to one another, i.e., that they have differing strengths as perceived by their students. The economic aspect comes into the picture when one considers how expensive it would be for each institution to develop all of those strengths itself. Furthermore, institutions of higher education have a responsibility of being more than the most complete possible "supermarket"; they should consider as well whether they have an institutional mission and integrity which might limit what they try to do and what they try to do well. This too suggests the value of adjacent, complementary institutions with easy cross-registration among them. Such an arrangement allows for a tighter definition of these institutions' thrusts and missions.

During the past year and no doubt extending well into the future, the NUC has been examining the following questions concerned with the process of cross-registration and its role in the member institutions:

1. What kind of information should be made available to students about cross-registration possibilities? Are catalogues and recitation schedules available in adequate supply?

2. What are the formal agreements among the schools regarding cross-registration and are these adequate and appropriate?

3. What kind of regulations should be established concerning the cross-registration of faculty members, children and spouses of faculty members, and staff personnel? What about the cross-registration of special or irregular students?

4. What does each institution expect to gain from cross-registration, what advantages does each see in it?

5. What are the implications of cross-registration for departmental planning? What are the unique offerings of the various schools relative to the other schools? What kind of mechanisms of communication should there be on the departmental level to insure maximum advantage is taken of the possibilities inherent in cross-registration?

6. What objectives and what organization to meet those objectives should be established to take advantage of Title III funding possibilities in the cross-registration area?

7. What kind of continuing groups are necessary to monitor the cross-registration process and handle problems with the process as they arise?

A heartening development of symbolic and substantive importance which occurred during the past year was an agreement between Fisk and Vanderbilt to suspend charging one another the $35 (per credit hour) cross-registration fee which now prevails. This establishes "freer trade" between the two institutions by taking the economic implications out of a decision to cross-register.

DEPARTMENTAL COMMUNICATION AND COOPERATION

For better or worse, academia is organized along departmental lines. It follows therefore that an important mode of interaction among the member institutions of the NUC may be communication and cooperation among groups of existing departments pursuing the same discipline, i.e., counterpart departments. From the beginning the NUC has encouraged some of this, particularly through the Mathematics Committee, the Fine Arts Committee, and the Inter-university Psychology Consortium (which grew out of discussion of the psychology department chairmen). No systematic attempt was made to expand this initial group of interacting departments until this past year when the NUC Council encouraged a departmental cooperation pilot project.

The purpose of the departmental cooperation pilot project was to identify a small additional group of interested departments and to encourage communication among these departments in order to see the most effective way of pursuing interaction among departments. The Executive Director spoke individually to the chairmen of the Physics, History, English, Political Science, and Sociology Departments at Fisk, Peabody, and Vanderbilt about their interest in sitting down with their counterparts to discuss ways of increasing communication, leading perhaps to increased cooperation, among their departments. In no case was the response negative. In two cases (physics and sociology) the communication was already good, thus there did not seem to be a need to pursue the matter further at that time, though raising the question did seem to lead to increased activity. In two other instances (history and English), meetings were held with the chairmen and this has led to increased contact and communication among their faculties. In the course of these discussions, the modes of communication listed below were identified. It should be emphasized that these are communication devices prior to substantive cooperation.

1. Meetings of chairmen;

2. Social gatherings involving whole departments;

3. Joint seminars;

4. Visits of departmental representatives to faculty meetings in other departments;

5. Exchanges of written information, such as,
   a. course schedules,
   b. information about new programs,

c. rosters of faculty, and

d. information about research projects and interests;

6. Newsletter within a given discipline; and

7. Feedback to departments about cross-registration of their students in other departments.

The purpose of these devices is to establish those mechanisms of communication so that various kinds of cooperation can occur when appropriate and feasible. Cooperation such as faculty exchange, joint programs and courses, complementary course and program development, and referring students from one department to another can develop out of this kind of communication. Of course, infinite are the ways that faculty members can invent to interact and cooperate among themselves when they get to know one another. Such communication and cooperation would seem to lead to an effective expansion and enrichment of the academic community with which each faculty member interacts in the University Center.

In view of this year's experience the following observations seem appropriate:

1. Working on developing this kind of interaction is a difficult but essential aspect of the work of the Nashville University Center. The difficulties stem from the natural tendency of all of us to think in terms of our own institutions. Nevertheless, it is essential and beneficial for the reasons already cited and because departmental interaction appears to be the most effective way of developing a broad base of faculty support for interaction among the five NUC institutions, a goal for which there is general approval. The Vanderbilt Faculty Senate, through one of its committees examined the Nashville University Center this past year and finally made the one formal recommendation that this kind of interaction among counterpart departments should be strongly encouraged. This relationship with departments and their faculties will also serve as a stimulus for stirring up faculty initiated suggestions for NUC programs which would hopefully at times not stay within departmental boundaries.

2. We must make a renewed effort at involving the undergraduate deans at the same time that we are encouraging departmental interaction. This must be done for the obvious reasons that (a) there are things which come up which have to be coordinated at that level and (b) their support of the effort is important to its success.

3. There is in next year's budget $1,500 set aside to be used to support this effort. Bringing faculty groups of any size together and duplicating materials for those faculty members are matters involving some expense; not to be inhibited by inadequate funds in this will be very helpful.

Departmental communication and cooperation should be a very high priority of the NUC during the coming year. This will mean pressing forward with the departments where we have made a start -- the fine arts, mathematics, history, English, psychology, political science, sociology, physics -- as well as others where progress appears possible.

INTERNATIONAL PROGRAMS AND AFFAIRS

It has sometimes seemed that the foremost contribution which the Nashville University Center as an organization might make, when all is said and done, is that of making its member institutions, individually and together, self-consciously aware of themselves as a center for international exchange and study. The enthusiasm which the International Programs Committee has for working together and the accomplishments which they have fostered make this possibility very real. A large goal like this this, however, can only be accomplished by working on several fronts and by fostering a number of smaller developments. Prof. Delores Shockley, Chairman of the International Programs Committee, makes this report on some aspects of the work of the committee:

"The committee has served as a means of communication for information dealing with international activities on the member campuses and for exchange of information on international matters at the local and national levels. Committee members have reported information from national meetings which might have some significance to NUC institutions. Members also attended workshops on several of the campuses which dealt with areas international in scope, for example, Foreign Students, Immigration Laws, etc.

'Committee members have served in advisory capacities for the International Education Project funded by the Bureau of Cultural Affairs, Department of State. (A full report of this project can be found elsewhere in this report.)

"The International Education Project Grant for 1973-74 was written by Jake Miller and Richard Morgan and has been approved by the Department of State for funding. A provision is made in this grant for a part-time Administrator of Internal International Programs, and Dr. Barbara Fraser, a graduate of the International Studies Program at Peabody College, has accepted this position. The administrator will facilitate the implementation of many plans and projects and expand the activities of the committee. In addition to assisting with the programs of the International Education Project (especially the Visiting Professor Project and the Institute on Developing Countries), it is anticipated that the administrator will collate information for and edit an International Programs Newsletter to be distributed quarterly to approximately 1,500 interested people within and outside of the NUC institutions. As a means of support for this endeavor, an approach will be made to procure funds from certain

business and banking establishments in the community which have a known interest in international programs.

"Future plans include an in-depth questionnaire to foreign students at NUC member institutions exploring their experience, both pleasant and unpleasant, in the Nashville community in an effort to gain information relevant to improving intercultural relationships.

"Marshall Powers, Director of the Southeastern Region, Institute of International Education, visited with some members of the committee on April 18 to explain a plan for Dominican Republic students to study at American universities. Any loans to the students by the universities will be guaranteed by the Dominican Foundation. Vanderbilt University is considering the possibility of serving as a model for the other institutions in this plan.

"In June, Vivian Morter, Scarritt College, was named to replace Omar Hartzler as committee member.

"The committee is planning increased dimensions of international awareness and activity at the NUC institutions for 1973-74."

The International Programs Committee has served as a forum for exchange of information about international programs on the member campuses, some of which could develop as cooperative programs. An example of this during the past year was the work of the committee in aiding Prof. Riordan Roett in his energetic efforts to have the U.S. Office of Education fund the Center for Latin American Studies at Vanderbilt. Prof. Roett's efforts, though not successful this year because of a change in federal funding for such programs, were aided by his being put in touch with those at other NUC institutions who could add important components to his program, such as a Caribbean program at Fisk and a curriculum development capacity at Peabody. The existence of an interacting set of institutions such as in the NUC, each with a part to play in the Center, was an important element in Prof. Roett's argument that the Center should be here rather than in some other university.

Early in the past year a small sum of money under the category of "program development" from the NUC permitted Mr. Insik Kim, a student at Vanderbilt Divinity School, to go to the NAFSA conference in Tampa, Florida. As a result of going to that conference, Mr. Kim conceived of and carried through with NAFSA support, a conference of his own here in Nashville in April. This conference addressed itself directly to the question of how Nashville as a community and the University Center as a set of higher educational institutions, relates itself to people of other countries who are here for various purposes. We have already mentioned NUC's interest in doing a better job vis-à-vis the adjustment of international students to this environment. Another matter of some importance addressed in this conference is the large number of short-term international visitors who come through Nashville, many with U.S. State Department support. The national organization COSERV is a network of voluntary groups who help introduce international visitors to their communities. Nashville has no centralized pool of interested people

or information to do this job effectively. Whether the NUC institutions take a more active role in this has been and will continue to be a matter under consideration.

One should mention briefly that the Nashville Area Chamber of Commerce, through their International Affairs Committee, has many areas of mutual interest with the NUC in seeing that Nashville relates itself effectively to the international community. This is a relationship which the International Programs Committee sees as important to cultivate to the mutual benefit of both organizations. Dean Robin Fuller, Vanderbilt's representative to the NUC International Programs Committee, is a consultant to the Chamber committee and keeps us abreast of developments in this area.

The State Department Consortium Program: The International Educational Exchange Project

During the past year, the NUC International Programs Committee through Fisk University has had a $13,500 grant from the U. S. Department of State to support various aspects of international educational exchange. For the coming year this grant has been renewed in the amount of $20,000. During this past year the main burden of administering this grant has been on Prof. Jake Miller of Fisk University, and the NUC does indeed owe Prof. Miller a great debt of gratitude for carrying this responsibility along with a full teaching load. It should also be pointed out that Prof. Miller had a lot to do with the State Department's original conceptualizing of the consortium program. During the coming year Prof. Miller will maintain a relationship with the program but the NUC Office and the International Programs Administrator, paid from the grant, will also be involved in administering the program.

The International Educational Exchange Project has a number of parts, most of which will continue from last year to the coming year. In the sections which follow, therefore, both what was done under a given heading during the past year and what is projected for next year will be described. The parts of the project are as follows:

1. Student Study Abroad. The NUC institutions have a number of programs which permit students to study abroad for a semester or year for credit. There are such programs as Vanderbilt-in-Spain, -France, -Germany, and -England and

Peabody-in-Denmark. Participation to this point by minority students in these programs has been limited. One way of increasing that participation is to encourage Fisk University and Tennessee State University students to apply to these programs and to provide financial aid where needed. This part of the project provides modest funds for this purpose, and during this past year three participants from Fisk and TSU were found for this program. About the same amount is available next year and hopefully further participants will be found. This is, in any case, an excellent model of inter-institutional cooperation since it opens to other institutions a valuable resource found in one institution.

2. Foreign Lecturer Series. The purpose of this program is to bring to the University Center as short-term lecturers foreign scholars who are already in this country on Fulbright-Hays grants at other universities. Under this program during this past year three scholars -- from Japan, Jamaica, and India -- were brought to the University Center and given the maximum amount of exposure possible over two- to four-day periods through classroom lectures, public lectures, and mass media interviews. A similar attempt will be made to bring in four or five such scholars next year.

3. Foreign Student Seminar. Under this generic heading, there was held an "Institute on Developing Countries" in November to which thirty-three international students representing twenty-six countries were invited. Mrs. Rosaline Ekeleme -- a faculty member at Fisk and a graduate student at Peabody -- energetically and conscienciously pursued the planning of this Institute with an inter-institutional planning committee and the result was a stunning success. The theme of the Institute was: "The Role of the Foreign-Trained Graduate in His Home Country" and was explored by a series of lectures and lively small group discussions.

4. Faculty Study and Research Abroad. The purpose of this program is to aid professors in going to a foreign country when it is established that they will pursue there a course of study or research which will help them and their home institutions. It is hoped that by doing this professors from the University Center will establish greater competence in various fields related to international study, including no doubt languages. This program was not a part of last year's project; it is intended that there be considerable competition for grants for this purpose among faculty members.

5. Visiting Foreign Scholar. The natural counterpart to sending local faculty members abroad is bringing scholars from other countries to the University Center to teach and to be available in other ways as a resource. With State Department help we hope to bring an African to the Political Science Department at Fisk this coming year to offer courses and to be available in other ways to the rest of the University Center. The fact that no such arrangement worked out for this past year is an indication of how difficult such arrangements are to make and not an indication of our not having tried.

THE NEARLY COMMON CALENDAR OF THE NUC

The closing meetings of the NUC Council and Executive Committee of last year and the early meetings this past year were rather well-consumed with finding a solution to what came to be known as the "calendar problem". Keeping a common calendar among the five NUC institutions meant carrying on a discussion among and within the five institutions with respect to the merits and viability of a variety of alternatives. The result of this complex and lengthy discussion was a "nearly common calendar". All five institutions have almost exactly identical first semesters. They all start around Labor Day, or slightly before, and end before Christmas. At the end of the first semester, Fisk and Vanderbilt have slightly longish vacations (about three weeks) and begin their second semesters about the middle of January. This calendar is rather common among universities around the country which have had to accomodate a medical school within a common calendar. Peabody and Scarritt will begin their second semesters during the preceding week, i.e., they will have a slightly shorter Christmas vacation. The difference between the two sets of calendars will thus be about five days during the second semester. In both cases, the academic year will end much earlier in May than in the past. This will permit some academic programs during May and early June of the type previously developed for the January Interim. Insofar as this difference of a few days between the Fisk-Vanderbilt and Peabody-Scarritt calendars turns out to create difficult practical problems, one can suppose that there will be a narrowing of this gap between the two calendars.

Meharry Medical College has to live within a very different set of constraints and does not have the basic two-semester structure of the other institutions. They have a need for a much more flexible schedule withwithin a somewhat longer framework. The result is that their second semester will begin after Christmas and extend until late May. It is supposed that Meharry will make arrangements to schedule cooperative academic programs within the time-frames of the other institutions as required.

LINGUISTICS

Linguisitcs presents an excellent example of the possibilities inherent in inter-institutional cooperation in the University Center. Among the five NUC institutions there is no linguistics department but there are a number of people spread through a number of different departments and schools with an interest in this very lively (and I should say controversial) discipline. By working together this group of people forms a kind of quasi-department which can carry out many of the functions of a department and which can nurture the study of this area in these institutions. Peabody College has already approved an undergraduate linguistics major using courses taught in four of the NUC institutions. Approval of a major in linguistics is under consideration at Vanderbilt and much of the NUC Linguistics Committee effort during the past year was devoted to working with the committee at Vanderbilt charged with considering that matter. The Linguistics Committee has also been attempting to get an Intensive Summer English Program underway.

A hopeful development for this committee is the vastly increased funding which the National Endowment for the Humanities now has and the inclusion of support for linguistics in its program. It might be that NEH would be willing to give general support for the further development of this area of interest, particularly given the inter-institutional nature of the program and given the particular twist that a program in this context might have.

Following are some comments by Prof. Vivian Morter on the work of the Linguistics Committee during the past year:

"The Linguistics Committee met several times during 1972-73 and the major topics of discussion were the following:

"Undergraduate Major in Linguistics: In considering the major, certain questions were raised by the Vanderbilt Committee on the Educational Program, chaired by Mr. Charles Vance. The Linguistics Committee spent one meeting formulating answers to these questions. It is hoped that action on the inclusion of the major in the Vanderbilt will be taken in the fall. Peabody has already accepted the proposal, and Scarritt has agreed to cooperate.

"Intensive Summer English Program: Application was made through Vanderbilt to one or two foundations for the initial funding for the Summer English Program. At this time, this program cannot be implemented for lack of funds.

"Increase in Number of Linguistics Courses Taught: Vanderbilt and Peabody plan to offer an increased number and variety of linguistics courses next year in order to help provide support for the undergraduate linguistics major. These courses have been listed in the catalogues, but have not been taught recently.

"The committee hopes that the linguistics program will not only be good in its own right, but will also be of service to the entire college community. Several of the linguistics courses at Vanderbilt will be cross-listed in other places there, such as in the Department of Psychology, the School of Nursing, and the Bill Wilkerson Speech and Hearing Center."

INTER-UNIVERSITY TRANSPORTATION

The five NUC institutions are physically located in two groups -- the Fisk-Meharry complex and the Peabody-Scarritt-Vanderbilt complex. One can walk between any two points within either complex with reasonable ease, but the distance between the two complexes cannot be considered a reasonable walk. In this regard, it is interesting to note that the straight-line distance between the closest points of the two complexes is about 5,000 feet (less than a mile), though using a reasonable street route between more or less central points of the two complexes increases this distance to about one mile and a half. In either case, the distance is less than is generally supposed and the trip would be a trivial one in an automobile or bus were the traffic flow, for various reasons, not so very slow.

The importance of this discussion of the distance and travelling ease between Fisk-Meharry and Peabody-Scarritt-Vanderbilt is obvious in the context of this report, to wit, developing joint and cooperative programs often requires that people move from one of these groups of campuses to the other. Cross-registration is only the most central and obvious example of this need; there are many others. It is towards this end of forging a strong transportation link between the two sets of campuses that the NUC Inter-university Transportation Committee works. Doing this, however, also gets that committee involved in the transportation and street problems of the city, as a whole; the parking and transportation problems of the separate institutions, and the inter-relationships among programs and transportation. Many of these concerns are reflected in the following report of Mr. Dan Shilstat, Associate Director of Campus Planning at Vanderbilt and Chairman of the NUC Inter-university Transportation Committee:

"The present transportation link between Fisk-Meharry and Peabody-Scarritt-Vanderbilt, provided by the NUC, is the NUC Shuttle Service which is operated by Vanderbilt University. The service consists of one trip each hour on a specified route and schedule Monday through Friday, except during certain holidays when the institutions are out of session. During the past academic year, ridership averaged 118 passenger trips per day which is an increase of 32% over last year's average of 89 passenger trips per day. At peak times there were often 15 or more passengers seeking to board the vehicle which was a 9-passenger Volkswagen bus, and the committee limited ridership to 9 passengers per trip for safety purposes. This caused some inconvenience; however, the Volkswagen has been replaced by a 20-passenger bus.

"The committee raised but has not answered some of the following questions: 1) What mechanism should be created to insure that transportation implications of other NUC activities are weighed? 2) Should the shuttle service remain Vanderbilt based? and 3) What are long term options for financing the service; student fee, rider fees, general budget, other?

"In addition some longer range issues were discussed such as: 1) relating the overall character of the transportation markets generated by NUC to the Metro transportation system as it is being planned; and 2) seeking improvements of the road system between Fisk-Meharry and Vanderbilt-Peabody-Scarritt areas.

"These actions were taken in the transportation area during the year: 1) A replacement shuttlebus was purchased; 2) The 'philosophy' that Vanderbilt is the agency providing shuttle service to NUC for a fee based on certain specifications was adopted; 3) Members interested in transportation planning were added to the committee; and 4) Suggestions were made for a letter to the Mayor concerning improving transportation between the NUC institutions. Such a letter, jointly signed by the five chief executives, was sent in the spring and a dialogue with the Metro Government continues concerning ways of resolving the problems raised.

"Finally, the committee wishes to acknowledge the appointment of Dr. George Kaludis, Vice Chancellor of Vanderbilt, to the Metropolitan Transit Study Committee. The committee hopes to encourage University efforts into the study of transit problems."

The exact dimensions of the shuttlebus service have not yet been set for the coming year. Of course, the service will be at least as great as last year with the improvement that there is a new and better bus with a much larger capacity. Beyond this, however, there is every possibility that an additional bus may be added during the day to further increase the capacity of the service, to reduce waiting times at each end of the route, and perhaps to extend some evening and weekend service.

STUDENTS AND THE NUC

Although virtually everything that the NUC does relates eventually in some way to students, it has been recognized since the beginning of the NUC that some part of the attention of the NUC should be devoted specifically to student concerns in the areas of co-curricular life, disciplinary policies, special events, housing, counseling, athletics, etc. Concern with these areas has been embodied in the earlier Student Activities Committee and more recently in the Student Affairs Advisory Committee. Dean Margaret Cuninggim, Chairman of the latter committee, reports on the activities of that committee during the past year:

"The Student Affairs Advisory Committee had two meetings during the past academic year, both meetings being held at the University Club, on November 10, 1972, and on February 8, 1973. Peabody College was not represented at either meeting but the other four member institutions were present.

"A December 8 meeting was scheduled and later cancelled in view of the inability of student members to be present because of examinations. In place of this meeting a request was mailed to each institution for information regarding 1) policies for participation in organizations and activities by a student in an NUC institution other than the one in which he/she is registered; 2) a listing of activities and organizations on that campus; and 3) disciplinary action statement pertaining to cross-registered students. A follow-up to receive full information from each institution is still in process.

"Discussion of other problems and possible activities included: Intra-NUC sports and recreation; semesters in residence on a campus other than the one in which he/she is registered; joint sponsorship of concerts, festivals and other student activities; and ways and means by which cross-registered students can be made to feel more at home on a campus other than their own.

"All of the matters referred to above will continue as matters to be considered further by this committee and plans will be made for some kind of social activity for cross-registered students early in the Fall. In addition, consideration will be given to a more systematic means of publicizing events on the various campuses which will be of interest to members of the total university community.

"The area of counseling has been mentioned as an appropriate concern of this

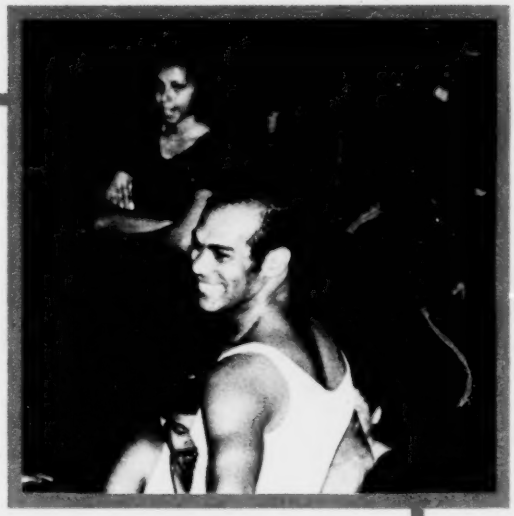
committee and consideration will be given to ways in which resources can be shared between the institutions thereby providing more extensive opportunities for assistance to students in personal problem solving."

In addition to the things reported on by Dean Cuninggim, one should mention that, because of the interest of members of the Fisk and Vanderbilt student governments, there developed a Student Caucus consisting of the student members of the Student Affairs Advisory Committee and the student members of the NUC Council. This group met three times and discussed a number of areas of mutual student concern. This body mainly served as a mechanism for communicating among the participating institutions about opportunities for student participation in activities across institutional lines. One such area was development of joint participation in the planning and carrying out of the Model United Nations. It was also because of the suggestion of this group that the visit of Angela Davis to Fisk was widely publicized and transportation was provided to Fisk from the Peabody, Scarritt, and Vanderbilt area. Furthermore, it is through this group (or any group of aware students with which one talks) that one is reminded that access to libraries is too limited, the distribution of information about cross-registration is insufficient, procedures for cross-registration are cumbersome, the shuttle service is too limited and sometimes overcrowded, and a student sometimes feels less than "at home" on a campus other than his own. In other words, students are quick to point out that the promise of free and easy participation across institutional lines is still unfulfilled.

As a result of conversations with and among the directors of the intra-mural programs at Fisk, Peabody, and Vanderbilt during this past year, there will be starting next year some competition among the intramural sports teams of the three institutions. Fisk and Vanderbilt having the two largest programs, will particularly interact along these lines.

It is not a minor task for each of the NUC institutions to put together weekly calendars of events on their own campuses. For these same people to get involved in running down events on other campuses is more than can be expected of them. We have, however, been able to work out a system where the people in charge of these calendars choose and exchange a very limited number of events for the coming week in time for everyone else's deadline. The events so chosen then appear in everyone's calendar. This system started in April and is expected to continue next year.

During this past spring the NUC Office had the able but very part-time assistance of Miss Joy Smith, a senior at Fisk, whose task it was to explore ways of increasing and improving relations among the student bodies of the NUC institutions. This is a worthwhile thing to attempt (I refer to the means and the end) and, budget permitting, we will attempt it again next year.



THE FISK/VANDERBILT DUAL DEGREE PROGRAM IN SCIENCE AND ENGINEERING

The Dual Degree Program in Science and Engineering is a cooperative undergraduate effort within the Nashville University Center, involving three science departments at Fisk University and nine engineering programs at Vanderbilt University. Students follow an integrated curriculum which leads in approximately five years to two degrees, an A.B. from Fisk and a B.S. or B.E. from Vanderbilt (an M.S. is an alternative for exceptional students).

The program has appeal to students because of the employment advantages afforded by the combination of science and engineering degrees. To Fisk, the program is attractive because it offers another professional curriculum option at no additional educational cost. To Vanderbilt, there is the advantage of being able to attract more qualified minority students.

The Dual Degree Program, organized in 1972, is not the "first" of its kind. Georgia Tech and the Atlanta University Center have had a large successful program since 1968. However, the Fisk/Vanderbilt undertaking is the only "unified" dual degree program -- meaning that the student follows a carefully meshed, double-major curriculum on two campuses concurrently. While still a freshman at Fisk, he (or she) is encouraged to take an introductory engineering course at Vanderbilt. Gradually, the cross enrollment increases until, by the third year, he is taking an equal number of courses on both campuses. In his final (fifth) year, he is probably taking all of his work at Vanderbilt. Many courses, particularly in the humanities and physical sciences, satisfy requirements for both degrees. Further, the student is counseled to make wise use of his electives so that he enhances his "duality".

To a large extent, the program owes its existence and success to the Nashville University Center. Without free cross registration, full interchange of courses, the common calendar, and free shuttle bus service, the Dual Degree Program could not operate -- at least, not in its "unified" form. By the same token, the Dual Degree Program may be the NUC's best example of a full-fledged, cooperative, educational program.

The program is not without its difficulties. During 1972-73, only a pilot effort was conducted. Three students entered the program (in their second or third year), all experienced adjustment problems, and only two survived the year. Faculty advising and counseling has been spotty. The shuttle bus left students stranded on some occasions. Course articulation needs

clarification.

A bright spot has been financing. For the first year, the two institutions absorbed all administrative and advising costs. Student aid was provided through an initial industry grant of $7,500, enough to launch the program. The program now appears to have ample student aid financing, and some faculty-administrator-staff time can now be covered fromrestricted funds. To date, a total of $45,000 has been subscribed from industry, and additional support is forthcoming. Grants have been given by Alcoa, du Pont, and General Electric.

The program is directed by Dr. George Neely, chairman of the Department of Physics at Fisk. The assistant director is Dr. William Smith, assistant professor of urban planning at Vanderbilt. A special faculty advisor is provided by each participating department or program on the two campuses. Dr. Neely and Dean Hartman are responsible for fund raising.

Plans for the Dual Degree Program are ambitious. Enrollment should reach twenty-five next year, distributed over the first four years of the program. The master plan for the program calls for an eventual enrollment of twenty-five students per year, for a total of 125. Five more years will be required to reach that goal. By 1979, twenty to twenty-five students per year should be graduating with two degrees. Budget estimates call for restricted funds of $100,000 to $200,000 per year to maintain 125 students and reimburse faculty time (approximately two to four F.T.E. positions) by 1978-79.

CABLE TELEVISION

A potentially important and exciting area in which the NUC has been involved over the past couple of years has been Cable Television. Prof. Royal G. Albridge of Vanderbilt University, Chairman of the NUC Cable Television Committee, makes this report of the activities of the committee to date and recommendations for the future:

"On March 20, 1973, the Metropolitan Council passed Ordinance No. 71-63, which provides for the establishment and granting of franchises for cable television systems in Metropolitan Nashville. At the present time (August 2, 1973) the Mayor has not yet appointed the CATV Special Committee, as required by the ordinance; thus no bids for franchises have been submitted. Some of the companies who are showing interest, or who have shown interest in the past, are Cox, Mid-America, Telepromter, UA-Columbia, and Viacom. (There may be others. At present I am aware of only these.)

"Once the CATV's Special Committee is formed and bids are received, the Council will probably award the franchise to one company. If this award is made in 1973, it is not impossible for CATV service to be provided to some subscribers in 1974. The ordinance calls for complete service within three years of the awarding of the contract.

"Up to the present time the NUC-CATV Committee has concerned itself with issues related to the passing of the ordinance, and, in particular, with those provisions in the ordinance which relate to educational channels. An FCC regulation requires that one educational channel be provided by the station, free-of-charge. Before the ordinance was passed by Council, the NUC-CATV Committee drafted a letter which was signed by the heads of the NUC institutions and sent to the Metropolitan Council. The letter expressed our desire that educational channels be established and our interest in utilizing such channels once they are established.

"In its latest meeting this Committee has decided that it must now turn its attention to locating people in the NUC community who are interested in CATV, to establishing contact and cooperation among these people, and to assisting in appropriate ways those people who want to become involved in some way with CATV educational programming. Because of the shift in emphasis of the Committee, we invited to our meeting people who are in some way knowledgeable of, and interested in, media approaches to education: Frank Perry, John Frase, Jim McCorkle, and Jim Coole. We recommend to NUC that the CATV Committee be reconsituted in a way that takes

into account this new direction.

"The utilization of CATV channels by NUC institutions includes broadcasting programs for the general public, but not exclusively so. Classes held at one institute can be 'attended' by all of the NUC community by means of the cable. Courses for credit could be taken, and paid for, by CATV subscribers. CATV provides more flexibility than does standard educational TV, because the abundance of channels makes possible programming for relatively small special-interest groups.

"Since effective classroom teaching requires a teacher to 'keep on his toes' by trying new ideas and avoiding 'getting in a rut', persons who become involved with educational tv, and, hence, with the general subject of media-in-teaching will most likely improve their overall effectiveness as teachers. The NUC schools have been showing an ever-increasing interest in good teaching. This general interest, the construction of the new Learning Resource Center at Meharry, and the arrival of CATV in Nashville are coincidental circumstances which can be interrelated and utilized by NUC."

A WOMEN'S STUDIES PROGRAM

Women's studies, as an inter-disciplinary field of study, has developed on the national scene in the context of a concern for the changing roles of women and men in this culture and others. There has been some response locally to the national trend towards the creation of courses and programs for and about women, but it would be fair to say that this response has been limited thus far. The local response to this national interest of potentially greatest importance was the announcement by Scarritt College during this past year that they planned to establish a Center for Women's Studies as one of their major institutional thrusts during the coming years. Concurrently with this development there has been created a course in the College of Arts and Science at Vanderbilt, Women's Studies 150, and a faculty study committee on women's studies made a report in connection with that course. Also at Vanderbilt, the Graduate School of Management, the Divinity School and the Law School have all developed courses or programs in this area. To complete this hasty picture, a course or two and some interested people at Fisk and Peabody have been identified as resources in the women's studies area.

As a result of Scarritt's announced intention to develop in this area, Scarritt brought to Nashville this past year Ms. Thelma Stevens to teach a course in women's studies and to develop a recommendation for the Scarritt Board of Trustees concerning Scarritt's relation to women's studies in the future. During this past year Ms. Stevens met with various people from the University Center and elsewhere to establish what the existing resources are and what additional resources are needed. The interest and activities described above are the existing core upon which an academic program would be based. Hopefully the existence of a women's studies center -- at Scarritt but related to the whole University Center -- would give these existing resources a firm organizational focus, allowing for the continuation of existing courses and starting new courses and programs where needed.

A possible form of organization of this program on an NUC-wide basis would be a Faculty of Women's Studies. Each member of such a faculty would have a regular academic appointment at one or more of the NUC member institutions. Many on this faculty would have joint appointments between Scarritt, on the one hand, and another NUC institution, on the other hand, the other appointment being in whichever school or department made most sense from the point of view of the faculty member's scholarly interests. Administratively the faculty would be a federation of faculty members, with each institution managing its own facul-

ty resources, and the federation would meet voluntarily to guide the program and to decide how the overall goals of the program could best be met. The advantage of this arrangement would be that the symbiotic relationships among the representatives of the different institutions would lead to a much better and more visible program than would be the case if each institution tried to go on its own.

A point of opportunity and challenge to the above conception is that, given the diversity of the institutions involved in the NUC, it would necessarily be the case that this program would look quite different from the point of view of Scarritt, or Vanderbilt, or Fisk, or Peabody, or the NUC, as a whole, emphasizing different things, serving different clienteles, though providing the resources that each institution needs to carry out the role necessary for such a program from their point of view.

Hopefully the coming year will be one of much effort towards the development of a fuller program of women's studies in the University Center, perhaps with major foundation support. Towards the end of developing its own program, Scarritt College has proceeded to engage a small staff to work on the many facets of this overall conception as finally developed by Ms. Stevens. This is an exciting and heartening development for the entire University Center.

THE INTER-UNIVERSITY PSYCHOLOGY CONSORTIUM

The Nashville Inter-university Consortium in Psychology is tied historically but not organizationally to the Nashville University Center. It is, in any case, the best example of intense departmental interaction and cooperation in the University Center. For this latter reason, a progress report on the activities of the Consortium, written by its Coordinator Dr. Leslie Phillips, follows. A more complete report may be obtained from Dr. Phillips at Box 512, Peabody College.

"An analysis of its ongoing programs indicates that the Consortium in Psychology serves five main purposes for its cooperating schools. These include: 1) To increase communication and interaction among faculty, students, and departments, 2) To offer new learning opportunities for students, 3) To foster university-community relationships, 4) To aid in the internal development of departments, and 5) To serve as a vehicle for seeking new funding opportunities.

"Three developments of significance for the future of the Consortium took place during the 1972-73 year. These were 1) Development of a formal organizational structure within the Consortium, 2) Funding by the National Institute of Mental Health of the position of Consortium Coordinator, and 3) An agreement reached with the Psychology Department of Tennessee State University to share in Consortium practicum facilities and workshops.

"The Consortium has a Steering Committee whose primary function is to monitor the activities of the Consortium and to insure its overall effectiveness. Its membership consist of the five chairmen of the cooperating departments plus the Coordinator. This committee meets on a weekly basis during the academic year, and on an irregular basis during the summer months.

"The office of the Coordinator is on the Peabody campus. The year 1972-73 was the first year in which a specific budget was established for the Consortium. Two major items are included: 1) for workshops and 2) for a half-time secretary. These funds were provided from departmental funds by the cooperating schools. Also for the first time, graduate assistants were assigned by each of the schools to work with the Coordinator in the office of the Consortium.

"For 1973-74 the following committees are to be maintained or to be established: The Steering Committee, the Professional Programs Committee (including the Workshop Committee), a Colloquium Committee (to be established), a Course Equivalency Task Force (to be established in the Fall of 1973). The Steering Committee is also anxious to see that the various committees

report to the Steering Committee on some rotational basis, perhaps once a month. The Steering Committee agreed to exchange lists of faculty and their interests. Space limitations preclude reporting on the work of each of the existing committees. The Steering Committee again formally endorsed maintenance during 1973-74 of the collaborative relationship between the Consortium and the Tennessee State University Psychology Department as this relationship has existed during the academic year 1972-73.

"A site visit was made by representatives of the National Institute of Mental Health on April 24, 1973, in order to evaluate the clinical training program at Vanderbilt. Included in their report is a paragraph that reads, 'The previous site visitors observed that the department's claim that its training program included extensive practicum work in local clinics and community agencies was an exaggeration. On the basis of current observations, the statement by the department seems entirely valid. This change has been accomplished chiefly through the development of the Nashville Interuniversity Psychology Consortium . . . The development of the Consortium seems to have met some of the needs for providing more adequate psychological services.'

"For the past two years the Consortium has offered a series of two-day workshops on new developments in the broad areas of therapy and intervention. These have usually been led by professionals brought from outside of Nashville, In the academic year 1972-73, six workshops were held. These included a group process workshop, a hypnotherapy workshop, and encounter communication workshop, a Gestalt workshop, a behavior modification workshop, and finally a workshop on movement and dance therapy.

"Negotiations have also been underway for a number of years within the Psychology Consortium to arrive at a policy regarding the admission of Fisk and Tennessee State masters' level students into the doctoral programs of the Departments of Psychology at Peabody and Vanderbilt. During the past academic year arrangements were made to facilitate the admission of north campus students into these doctoral programs upon the recommendation of their own chairman. Students have now been admitted into the south campuses schools under this arrangement.

"At the last Steering Committee meeting of the academic year 1972-73, a set of priorities for Consortium activities during the coming academic year were endorsed. It was agreed that some Consortium-wide form of Orientation Program, analogous to that undertaken in the Fall 1972, would be attempted in the Fall 1973. Also endorsed was the development of an interuniversity course in community psychology. Third, course-sharing at the graduate level was greeted with considerable approval. It was also agreed that a course-equivalency task force would be formed in the Fall. Finally, the Steering Committee agreed to help develop a doctoral program on the North campuses and recognized a need to endorse a Consortium-wide effort toward the development of a community psychology doctoral program, which may be given expression by this move toward a North campus doctorate."

JOINT PURCHASING AND WAREHOUSING

Early in July of this year the Executive Director attended a meeting at Fisk University of all budget center directors, department heads and the like. Amidst the other business that transpired at that meeting, Vice President Rutherford Adkins announced that all purchases at Fisk of common items starting immediately would be through a shared purchasing and warehousing system with Vanderbilt University. This announcement made public the development of the long-awaited joint purchasing and warehousing program which every prior NUC annual report had heralded as a good idea and a real possibility. Those who find this matter too abstract can go to 2507 Charlotte Avenue where they can look at and touch the warehouse-storeroom which is being leased for this purpose. It is likely that other NUC institutions will use this joint system to a lesser extent during the coming year, eventually leading to full participation by some or all of the remaining institutions. Developing this increased participation will be one of the tasks of the NUC during this year.

A development related and similar to this one is the use by Peabody College of a joint typewriter maintenance service with Vanderbilt. It turns out that both institutions can save themselves a great deal of money, given the total number of typewriters between them, by having their own typewriter repair and maintenance shop rather than individual service contracts for each typewriter with the companies which have supplied those machines.

The NUC Joint Purchasing and Warehousing Committee under Bruce Hawley and the administrations of Fisk, Peabody, and Vanderbilt are greatly to be congratulated for their perserverance in bringing about these money-saving developments!

PLANNING AND MANAGEMENT SYSTEMS

Mr. George Braun, Director of the Computer Center at Meharry, makes this report on the work of the Planning and Management Systems Committee of which he is chairman:

"The Computer based Management Information Systems under current development by a number of the member institutions of the Nashville University Center has been the main area to which this committee has devoted its attention during this year's meetings. A number of specialists who have direct technical responsibilities for the development and implementation of these complex systems within the member insti-

tutions have been brought in to act as consultants to this committee. As a result of these meetings several points have been brought out:

"1. At least three of the member institutions of the Nashville University Center are now actively but independently engaged in implementing computer based management information systems of considerable complexity. As at this time there is no agreement among the member institutions calling for these systems to be developed using a common set of standards, descriptors, definitions or elements, these systems will not be able to directly transfer data from one to another or allow ready comparisons to be made of sets or groups of such data. As a result, transactions involving inter-college orders or payments will still have to revert to a manual system between colleges even when the computer based systems are fully implemented.

"2. It is our opinion that one set of fundamental definitions should be used by all members of the Nashville University Center in the development of their computer based management and information systems, since this would offer a number of direct advantages in the utilization of these systems, both for routine processing of data and for comparative or statistical studies. We would request the Executive Council to strongly recommend to the Presidents of the member institutions that they support this proposal by taking the appropriate administrative action.

"3. As these management systems are being evolved a significant increase in the flexibility of these systems would likely result from a regular exchange of information between the various groups engaged in the definition and implementation of these systems; to this end it is suggested the Nashville University Center sponsor a working committee to provide a forum for this exchange.

"Other subjects which have been under consideration by this committee during this past year include the joint purchasing and warehousing project in which this committee's members have been taking action on the various campuses to promote the use of this joint faciltiy to a greater extent. Information relating to an inventory location and availability system now in use at the Kennedy Center has been discussed and considered for general use.

"A subject which is rapidly becoming of importance to the members of the Nashville University Center is Computer Assisted Instruction and Computer Managed Instruction. At our request an NUC Committee on C.A.I. was named and will soon begin work."

AN EAR TO THE GROUND

Each of the sections preceding this one has told a part of a continuing story, a story which has begun but which is not yet completed. The purpose of this section of the Executive Director's Report is to mention a few stories which have not, in any significant sense, even begun. They are ideas, projects, or funding possibilities about which one hears an occasional rumble if one has an ear to the ground but which have not yet arrived on the scene. Readers are invited to contribute their own ideas for major and minor areas of pursuit by the Nashville University Center. Among the areas of possible increased NUC activity are the following:

Title Three and Other Federal Funding Possibilities

The Higher Education Act of 1965 and the Educational Amendments of 1972 both contain provisions for the aiding of developing institutions through cooperative arrangements. Fisk qualifies under their definition of a developing institution and Fisk and the rest of the University Center form an almost archetypal setting where cooperative arrangements and exchanges could work to everyone's mutual advantage. It is therefore regretful that more advantage has not been taken of these federal monies to enhance the efforts of the Nashville University Center in building bridges among these institutions. This is a situation which is being worked on and the recent increase in the funds available under this program bodes well for our being able to obtain support by this route.

Another hopeful development at the level of the federal government is the creation of the Fund for the Improvement of Post-Secondary Education. Both because the Nashville University Center can be a vehicle for creating innovative educational programs and because the Nashville University Center can work to effect economies in the operation of its member institutions, the Fund is a natural source to which we might turn for support.

An Experimental College

Sometimes the best way to bring about major changes in educational practice or to introduce important new elements in the educational process is to attempt those ideas on a smaller scale outside of the regular instructional program. There is nothing intrinsically inter-institutional about such an effort. Nevertheless it has been suggested that the Nashville University Center attempt to sponsor an experimental college of some sort or another. Indeed, it would seem that the NUC, like any other educational body, is not performing one of its vital functions if it does not at least have

under consideration the fundamental questions of what education is all about and how its practice might be improved. Such discussions are preliminary to starting an experimental college, and it might be worth the effort for the NUC to foster their occurrence.

Continuing Education

The subject of continuing education is not new to the Nashville University Center. Not only is there an existing committee in the area which made recommendations in the first NUC report (the report of the NUCC Cooperative Study), but there are also many continuing education programs in NUC member institutions. The professional schools provide continuing education to those in their professions, and Scarritt College has a booming program of short-term studies in a multitude of areas. Nevertheless, one still has the sense that the University Center does not offer itself as an effective educational resource locally, regionally, or nationally (except to its regular students, of course) for life-long learning. Continuing education is mentioned here simply as a reminder that this is an area where some fruitful action would be timely.

Semesters in the Field

If it is a function of the NUC to consider ways of increasing the educational options open to students, then areas which should be explored are the various on-site semester-long or year-long programs which have been or could be created. It is already the case that a student can take a semester to study in France, Spain, Germany, England, or Denmark, and Fisk has an expanding program of cooperative education. The student-teaching semesters that education majors take at Peabody and Fisk are really long-existing examples of this sort of learning-by-doing at an off-campus site (though usually the student remains in town for the experience). The principle behind such programs is that they totally immerse a student in a coherent and well-structured situation or experience for a substantial period of time. It would be a good thing were there to be more options for this kind of experience in the University Center. For example, one possibility might be an urban semester in conjunction with the Urban Affairs Institute at Fisk utilizing Nashville generally and North Nashville particularly as a kind of "laboratory" for the study of urban problems. Similarly, an intense study of the state legislative process could be pursued any spring semester in Nashville. Of course, out-of-town possibilities of this sort are almost infinite. One could have semesters at Oak Ridge; domestic or foreign archaeological sites; additional semesters abroad, perhaps at least one on each continent; a Washington semester, related to the executive, judicial, or legislative branches of government; an oceanographic semester; and numerous other possibilities. Many of these programs are already in existence at other institutions; if there were an interest in doing so, many of these possibilities could be created for University Center students with very little effort.

The NUC and Nashville

How the NUC member institutions relate themselves to their immediate envi-

rons is a matter of some sensitivity and, occasionally, controversy. It is perhaps unfortunate that the NUC does not have a means of monitoring developments in this area and acting in relation to them when such action would be appropriate, feasible, and useful. If, in the broadest sense, the "campus" of the NUC is that part of the city of Nashville bordered by and including the NUC member institutions, then this is a campus with many problems. The future of this turf should be our concern and a matter for our systematic attention.

A University Service Corporation

A rubric under which one could systematically consider, deal with, and then adopt or reject the matter of the consolidation of many of the routine administrative and service functions which each of the NUC institutions must provide for itself is that of the university service corporation. One could even consider whether such a corporation should be a non-profit or a profit-making corporation, in the latter circumstance returning its profits to the member institutions. One of the primary questions that needs to be asked about such an enterprise is could one build into it the necessary financial incentives which would make it worthwhile for institutional participation and also maintain an acceptable level of service: It remains a very big and valid question whether such a development would be a good thing. It is, however, completely certain that the matter should and will be given adequate consideration in the immediate future.

Medical School Relations

Nashville and the University Center are blessed with two medical schools, the Medical School of Meharry Medical College and Vanderbilt Medical School. These two schools have a long and complex history of relating to one another in various ways; they continue to be related in ways too numerous to list here. It can be said further that these two schools have rather different emphases and strengths and are thereby complementary to one another in many ways. The two schools are also related to one another through programs of a general institutional nature of the NUC and this kind of thing is likely to increase soon, particularly in the purchasing and warehousing area. Nevertheless, in spite of all of these very positive factors, one still does not sense that there is any mechanism established or even planned for systematically exploiting the potentialities of this situation; the NUC has not to this point acted to do this, nor is it likely to under present and foreseeable circumstances unless explicit consideration is given to the matter during the coming year.

FINANCIAL STATEMENT OF THE NASHVILLE UNIVERSITY CENTER,
FISCAL YEAR 1972-73

Balance on hand, July 1, 1972	$27,559
[1]Income, July 1, 1972 - June 30, 1973	31,450
[2]Expenditures, July 1, 1972 - June 30, 1973	44,595
Balance on hand, July 1, 1973	14,414

[1]The sources and amounts of income were as follows:

Fisk University	$ 6,200
Meharry Medical College	5,000
Peabody College	4,800
Scarritt College	850
Vanderbilt University	14,650

[2]The expenditures were in the following categories and amounts:

Salaries	$20,745
Student help	155
Supplies	410
Equipment	521 cr
Telephone and postage	1,029
Travel	651
Equipment maintenance	83
Program development	1,563
Printing and duplicating	1,580
Rent	1,000

Special projects:

Shuttle Service	$10,000
Fine Arts Festival, including Christmas concert	7,955

All figures rounded to nearest dollar amount. These figures are subject to minor changes pending receipt of further data from our fiscal agent, Fisk University.

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PHOTOS: Cover, Kresge Learning Resources Center, Meharry, Verna Fausey; page 3, Fisk Choir at Christmas Concert, Fisk News Bureau; page 5, University Center Orchestra, Fisk News Bureau; page 7, Richard Jones and class, Fisk News Bureau; page 9, Decker, Palmer, Miller, Grisham, Claunch, by Verna Fausey; page 11, Jubilee Singers, Edwin Schmidt; page 13, Black Mass Choir Concert, Edwin Schmidt; page 15, Robin Fuller and Jean Dungee, by Verna Fausey; page 17, "One Full Rotation of the Earth", Fisk News Bureau; page 19, University Center Orchestra Concert, Fisk News Bureau; page 21, by Verna Fausey; page 23, Stall, Das, and Hartman at Council meeting, Verna Fausey; page 25, Richard Jones, Fisk News Bureau; page 27, Heard and Morgan at Council meeting, by Verna Fausey; page 29, Fisk's Orchestrated Crowd, Edwin Schmidt; page 31, Christmas Concert, Fisk News Bureau; page 33, Vanderbilt Chamber Singers, Edwin Schmidt; page 35, Fisk's Orchestrated Crowd, Edwin Schmidt.